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The importance, the characteristics, the organization, and the evaluation of effective secondary inservice reading programs are discussed. The importance of reading instruction in all subject areas and the importance of total faculty participation in the development of an inservice program are stressed. Three characteristic stages of an inservice reading program are noted: (1) stimulating the interest and understanding of the instructional staff, (2) providing encouragement and security for teachers implementing reading instruction methods in their classrooms, and (3) producing effective reading teachers. Emphasis is placed on the suggestions that attendance not be mandatory, that separate programs be provided each year for new teachers, that actual teaching problems be treated, and that the program be continuous. Two organizational suggestions propose preparatory reading committees to initiate faculty interest, and overall attendance and participation by teachers, principals, and reading consultants to insure success. Formal and informal evaluation methods are suggested, with emphasis on the 11 criteria of the International Reading Association's "Conducting In-Service Programs in Reading." Several exemplary programs are described. A bibliography and sample teacher questionnaires are included. (BS)

CONDUCTING AN IN-SERVICE READING PROGRAM
AT THE SECONDARY LEVEL, GRADES 7-12

Submitted to the NDEA Reading
Institute Director Dr. Allen Berger
Southern Illinois University

In Partial Fulfillment
of the Requirements for
Education 502 and Education 503

by

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M.S. in Ed. Northern Illinois University 1966
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INTRODUCTION

It was the writer's intent to review extensively the literature on in-service reading programs at the secondary level, grades 7-12. Finding a scanty sampling, the writer decided to go into depth on how to conduct an effective in-service reading program for secondary teachers. The writer did not go into the sister companion of the in-service reading program, the school reading survey. This topic was researched by the writer as a graduate student at Northern Illinois University under the direction of Dr. Richard Burnett. The two subjects are not divorced from one another, but the writer could not incorporate both into his NDEA Institute Project. The writer suggests Mary Austin's book, Reading Evaluation, as a reference for the reading survey.

The writer suggests the following key references when conducting an in-service reading program at the secondary level: 1) Forging Ahead in Reading, International Reading Association Convention Proceedings, 1968; 2) Conducting In-Service Programs in Reading by Aaron; 3) Highlights of the 1967 Preconvention Institutes: In-Service Programs in Reading, International Reading Association; and 4) Guiding the Reading Program by H. Alan Robinson.

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CHAPTER I

THE IMPORTANCE OF IN-SERVICE READING PROGRAMS AT THE SECONDARY LEVEL, GRADES 7-12

Today the average high school classroom teacher, if aware of individual differences, will find that his students' reading abilities range from the third grade level through the college level.¹ Studies indicate that 15 per cent of our adult population are illiterate and that an additional 15 per cent are reading a little better than the sixth grade level. Less than one half of entering college freshmen have the reading ability to perform at the college level. Prospective secondary school teachers rank from the first percentile to the ninety-ninth percentile on standardized reading tests.² Our successful high school and college graduates are not working up to more than 30 to 40 per cent of their potential.³ What a waste of talent!

We live in an era of constant change. The literature being published is overwhelming. Our knowledge is tripling every ten years. We cannot possibly teach our students of today everything they will need to know in the future. But we can teach them to be independent learners and that learning is a lifetime process.

Too many subject matter teachers make the following comment when discussing the disabled reader. "If children cannot read by the

¹Oliver Horsman, "Administration and Supervision of the Reading Program--An In-Service Training Program for Teachers of Reading," Reading As An Intellectual Activity, J. Allen Figurel, Ed., International Reading Association Conference Proceedings, Vol. 8 (New York: Scholastic Magazine, 1963), p. 92.

²Marilyn Carrol, "Designing an All-School Developmental Reading Program," Catholic School Journal, Vol. 68, No. 2 (February, 1968), p. 30.

³Earle Wiltse, "Strengths and Limitations of Pre-Service Training of Teachers of Reading," New Frontiers in Reading, J. Allen Figurel, Ed., International Reading Association Conference Proceedings, Vol. 5 (New York: Scholastic Magazine, 1960), p. 54.

time they get to high school, it's just too bad. It's not my responsibility to teach them to read. I am here to teach my subject. I'm not here to teach reading."⁴ Thus, there appears to be no argument that teachers at the secondary level feel that good reading skills are necessary for academic success.

Whose responsibility is it to teach reading at the secondary level? Who else is more qualified to teach mathematics than the mathematics teacher? Is he not expected to teach the specialized vocabulary of that subject. No other teacher is as well prepared to develop, or so interested in developing, the special skills needed to read an assignment in mathematics.⁵ The reading process is an integral part of learning and the total school curriculum. The teaching of reading as it is fused together with the teaching of subject matter must be taught in an effective manner by the content area teacher.

Can we expect the subject matter teachers to teach reading in their classroom? Most teachers of English and social studies express a desire to learn more effective ways of meeting the reading needs of their students. They want to be given assistance in this area. An ever growing awareness of reading in the secondary school is taking

⁴Ibid., p. 53.

⁵G.E. Miniclier, "How Improve the Reading Skills and Habits of Senior High School Students?" National Association of Secondary School Principals, Vol. 45, No. 264 (April, 1961), p. 41.

place today. An in-service program which reflects the needs of the content area teacher should be effective and perhaps alleviate the frustration of the students' learning and the teachers' teaching. The goals of the in-service program should be developed by the teachers, for they will assume the responsibility for the attainment of those goals if they are the developers of those goals.⁶

The in-service reading program is needed to relieve the subject matter teachers' feelings of inadequacy in attempting to provide reading instruction in their classroom. The teachers need competent assistance to assure them of the effectiveness of the materials, methods and procedures being used. Lacking this assistance, they are inclined to underestimate the true value of their efforts, become discouraged, and assume that the teaching of reading is not their responsibility.⁷ If they are left to their own resources, most teachers will continue to do an "adequate" job. But if reading is as important to the secondary education program as the reading experts say it is, and if the teaching of reading is everyone's responsibility, then we must provide the help of a full time reading consultant. It will be with his guidance that the content area teacher will do a much more effective job of teaching

⁶Walter S. Foster, "Teachers' Opinions: Their Implications for In-Service Education," The National Elementary Principal, Vol. XLV, No. 5 (April, 1966), p. 51.

⁷Charles Letson, "Teaching Reading in High School: Kansas Studies in Education," Journal of Developmental Reading, Vol. III, No. 4 (Summer, 1960), p. 269.

his subject matter and teaching his students to love to learn his subject.⁸

The administration and the board of education of our public schools can no longer rely on the fact that a teacher with a Bachelor's degree or Master's degree will be completely in hand of all the problems of learning that take place in the classroom today. It is the responsibility of the local board of education to provide an in-service reading program in the best interests of the students whose learning today shapes the world of tomorrow. Our colleges today provide qualified individuals. But learning is a continuous process and the local school board must assume its share of the responsibility for teacher education.⁹

If a change in the attitudes of our content area teachers is desirable, new, effective and meaningful learning experiences for our content area teachers must be provided.¹⁰ They need personal interest, personal involvement and purposeful action on their immediate problem, the reading needs of their students. "Effecting change among experienced teachers means imbuing them with a desire for change, proving that such change is possible and providing the right amount of

⁸Margaret F. Livesay, "Helping Teachers Meet the Objectives of a Reading Program," Reading: Seventy-five Years of Progress, H. Allan Robinson, Ed. Supplementary Educational Monographs, Vol. 28, No. 96 (Chicago: The University of Chicago Press, December, 1966), p. 207.

⁹John Moffitt, In-Service Education for Teachers, Washington Center for Applied Research in Education (1963), p. 6.

¹⁰Foster, op cit., p. 48.

guidance . . .¹¹

There is no doubt in the minds of the reading experts that reading can be improved by effective teaching of reading at the secondary level. One reported study found that a high school faculty developed and carried out a reading program that resulted in a rise of 2.3 years in the median grade level of the reading ability of its students.¹²

Hopefully, the writer will review the literature ten years from this date and find that the need for improving reading in the content areas is a relatively small need rather than the major need of the secondary school in implementing a truly effective program.

¹¹Margaret Early, "Evaluation Report, January 25-27, 1967," Supervision of Reading Instruction in Junior High School, Robert A. McCracken, Ed. (Bellingham, Washington: Western Washington State College, 1968), p. 72.

¹²W.E. Campbell, "Reading Can Be Improved," National Association of Secondary-School Principals, Vol. 40, No. 223 (November, 1956), p.42.

CHAPTER II

CHARACTERISTICS OF AN IN-SERVICE READING PROGRAM

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I. THE FIRST STAGE

The in-service reading program should be thought of as a learning activity and should be planned very carefully. The first step in guiding the in-service reading program is the hardest, longest and the bumpiest road of all. Bringing the instructional staff to the point where they can identify the reading problem in their class, understand its nature, and desire to do something about the reading problem is probably the key to a successful in-service program. Most high school content area teachers admit and accept the reading problem. Reading consultants need to influence the teachers' thinking about how to reduce or correct the reading problem.

Many ways have been suggested to stimulate the interest of the secondary staff. It has been recommended that a short (one page if possible), attractive, eye-catching bulletin be sent to all teachers. If the topic is specifically for a certain group of teachers, send it only to them. Such topics as SQ3R, listening, concentration, lecture notes, outlining, and others might prove fruitful. Duplicating articles from the Journal of Reading such as "The Secondary Teacher's Responsibility for Literacy," May, 1968, pp. 603-4 might arouse some excitement in the staff. Another stirring topic might be a challenge

by the reading consultant to expect a Directed Reading Activity to be used by all content area teachers. An English department chairman reported his success with this technique in Reading Improvement.¹³

Teachers could be encouraged to visit other schools where teachers are profiting from teaching reading for the improvement of student learning. In the writer's area two such opportunities exist. Miss Ellen Thomas, Reading Consultant, University Laboratory School, University of Chicago, works directly with content area teachers in "fusing" reading with subject matter. Details of her program, Operation Schoolwide Reading, are discussed in Chapter IV. By visiting Miss Thomas, content area teachers will see an effective and cooperative all-school reading program in action at the secondary level. The second opportunity available to the writer involves a program soon to be published by Scott Foresman and Company. This English program was developed by Mr. John Cooper, Maine East High School, DesPlaines, Illinois. His self-devised program was presented at the International Reading Association Convention, Seattle, 1967 under the title, "The Printed Page and the Poor Student (Secondary)." It may be found in the IRA convention proceedings, Forging Ahead in Reading, pp. 139-144. Mr. Cooper's "realistic" materials emphasize basic verbal skills, success through words and subject matter with personal value.

¹³Albert Nisaman, "The Directed Reading Activity," Reading Improvement (Fall, 1966), p. 13.

The reading consultant, or reading teacher, might discuss standardized reading test results with the faculty or with small groups of interested teachers. He should emphasize the spread in achievement and the need for individual instruction. This might be a good opportunity for the reading consultant to help the teacher with informal diagnosis of his class's reading needs.

An intersystem of observation of various teaching practices might keep teacher awareness high. Inviting classroom teachers from other schools to speak upon their effective methods of teaching reading in the content area subjects is another area to be considered. Encouragement and support is needed for the content area teacher who attempts to incorporate different kinds of methods and materials to meet the reading needs of his students.¹⁴

To awaken the content area teacher, communication with him is important. A fully substantiated explanation of the scope of the present reading program, if there is one, its organization and its limitations, might provide the opening to the content area teacher's door and lead to the teaching of reading in his classroom to supplement the present reading program. Reminding teachers, in a diplomatic manner, that fostering good reading habits is an intrinsic part of a teacher's function must be emphasized. Teachers must be made aware of

¹⁴Arthur Olson, "Organizing the Secondary Reading Program," Reading Improvement, Volume 3 (Winter, 1966), p. 35.

the fact that as the student progresses in school, reading tasks become more difficult.¹⁵

Another possible way of stimulating teacher interest is to put the spotlight on reading by determining the interest and enthusiasm of the content area teacher. This can be done by a survey, a questionnaire or an introspective study of the way students perceive their reading difficulties in the various content area subjects. A survey form, rating scale, may be used to determine practices which each of the content area departments would need to look at in detail. This rating scale contains aspects of the reading process which teachers of content area subjects may or may not be concentrating on in their teaching. One survey has been reproduced in its complete form in the International Reading Association Reading Aid, Conducting In-Service Programs in Reading, 1965, page 31. This survey may be found in Appendix A.

Braam and Roehm used a questionnaire-survey to gather information about the subject area teachers' familiarity with reading skills needed by the students in their classes, the subject area teachers' awareness of the reading strengths of their students, and the subject area teachers' awareness of the reading limitations of their students. They also determined teacher familiarity according to subject area and

¹⁵ Marshall Covert, "Enlisting Faculty-Wide Cooperation for Improvement of Reading Skills in Senior High School," Reading In Action, International Reading Association Conference Proceedings, Vol. 2 (New York: Scholastic Magazine, 1957), p. 100.

the extent of the subject area teachers training in the teaching of reading in his content area.

Each teacher was asked to respond to the following three questions:

1. Which specific reading skills do you consider most necessary for your students in order for them to read the materials used in your subject?
2. Which reading skills are your students best able to apply to the reading material in your subject?
3. In which reading skills are your students most deficient?

In addition, each teacher was requested to indicate by a check of "yes" or "no" whether:

1. they had received instruction in the teaching of reading in (a) college courses and/or (b) in-service training programs;
2. there was a reading program in their high school at the present time;
3. there was one person designated as a reading specialist or teacher in their school.¹⁶

This limited survey by Braam and Roehn pointed out some very interesting facts. Many were presented in the article. The writer presents the following in light of this paper on in-service reading programs for the secondary school.

1. Considerable discrepancy between conception and knowledge of reading skills of the subject-area teacher and those of experts in the field of reading.
2. Thinking of reading experts is apparently not being effectively transmitted to the subject-area classroom teacher.
6. The effect of either formal or in-service type training in the teaching of reading does not appear to increase teacher awareness of (1) reading skills necessary for successful reading in the various subject areas, or (2) students' reading skills, strengths and limitations.

¹⁶ Leonard Braam and Marilyn Roehm, "Subject-Area Teachers' Familiarity with Reading Skills," Journal of Developmental Reading, Vol. VII, No. 3 (Spring, 1964), p. 189.

7. The existence of a reading program and/or the presence of a reading specialist in a school does not appear to increase teachers' awareness of needed skills in reading, or of students' reading skill strengths or weaknesses.¹⁷

Braam and Roehm leave the reader with two questions which the writer wishes to bring to the attention of those individuals considering the in-service reading program: 1) "How can classroom teachers be helped to increase their knowledge and awareness of the reading skills necessary for successful reading of required subject matter materials?" and 2) "How can communications between reading experts and classroom teachers be improved and made more effective?"¹⁸ Perhaps these two questions are the ingredients which will find the in-service reading program a success or a failure. Research needs to analyze these questions further.

McGinnis also used a questionnaire to determine teacher awareness of their responsibility to the reading process in relation to their subject matter. In addition, she had college freshmen complete a questionnaire indicating the reading skills that were taught to them by their subject matter teachers. The teachers questions are presented in Appendix B. The inferences from this study are that 1) there is a need at the high school level for specific training in reading skills by content area teachers; 2) secondary teachers are not providing this instruction; 3) schools and departments of education at the college level should provide the teaching of reading procedures, especially thinking

¹⁷Ibid., p. 194.

¹⁸Ibid., p. 195.

skills, in their respective subject matter areas; and 4) reading laboratory teachers need to be trained to work "as a team" with the content area teacher.¹⁹

In another study an introspective method was used by Michaels to discover how 186 eleventh grade history students perceived their reading difficulties in literature, history, chemistry and plane geometry. The students were asked the following questions:

What kind of reading assignments do you usually have in this subject?

What is your usual method of reading an assignment in this subject?

What reading difficulties do you have in doing your reading assignments in this subject?

List your major subjects in order of reading difficulty from the most difficult to the easiest. Discuss in detail.²⁰

It was found that chemistry was considered the most difficult to read. Next in order of difficulty were literature and history (rated equal). Plane geometry was considered the least difficult to read. Probably the most significant finding of Michael's study was that "the teacher by means of the procedures he employed, strongly influenced the reading skills needed and developed in his classes."²¹

¹⁹Dorothy McGinnis, "The Preparation and Responsibility of Secondary Teachers in the Field of Reading," The Reading Teacher, Vol. 13, No. 2 (November, 1961), pp. 92-97.

²⁰Edward Summers, "III. Reading in the Secondary School," Review of Educational Research, Vol. 37, No. 2 (April, 1967), p. 137.

²¹Melvin Michaels, "Subject Reading Improvement: A Neglected Teaching Responsibility," Journal of Reading IX (October, 1965), p. 20.

The writer has brought to the reader's attention the studies by Braan and Roehm, McGinnis, and Michaels to show how educators gained information about content area teachers and their teaching of reading, and hopefully, ways in which they made the content area teachers aware of their responsibility. These techniques certainly could be used effectively in an in-service reading program to highlight the reading instruction needed at the high school level.

II. THE SECOND AND THIRD STAGES

The second stage is evidently the most trying one. Change of instruction in the classroom must be evidenced through student enthusiasm, interest, and learning. Teachers are usually not convinced about new methods until they are proven. Here the reading consultant must not talk in terms of generalities but specifics. He needs to demonstrate in the classrooms so that the content area teachers cannot say, "A very good idea, but it won't work with my students." New methods bring insecurity. Thus, the teachers need help, adequate materials, encouragement and most important of all, security. They need encouragement through the exchange of ideas on effectiveness of newly tried methods. These "pioneer" content area teachers need time to formulate plans for implementing new methods in their classrooms.

The third stage of the in-service program is an extension and elaboration of the first two stages. In this stage, action and results are taking place. This stage may be a long time coming and must not be rushed.²²

²²Olsen, op cit., pp. 35-36.

To be effective, the in-service reading program must be realistic in nature. Austin strongly suggests that the in-service program be designed to increase teacher knowledge of the problems identified and to make the performance of teachers more effective. These goals must be continuously met through year to year efforts. She feels that the size of the group of participants must be limited to permit active participation of those in attendance.²³ Attendance at an in-service reading program should not be required. Released time during the school day or compensation for the time spent outside the regular school day must be of prime consideration.²⁴

Another factor which influences the success of an in-service program is that experienced teachers rebel against listening to the same material repeated year after year. Separate programs for new teachers must be used. Perhaps the experienced teachers can help in the planning for new teachers. The in-service program should center around the actual problems that the teachers encounter in their classrooms. They dislike the theoretical approach. The program must be realistic and practical.²⁵ It must be intertwined with the daily instructional pro-

²³Mary Austin, "In-Service Reading Programs," The Reading Teacher, Vol. 19, No. 6 (March, 1966), p. 408.

²⁴George Denmark and James MacDonald, "Chapter II. Pre-service and In-Service Education of Teachers," Review of Educational Research, Vol. 37, No. 3 (June, 1967), p. 240.

²⁵Henrietta Komarek, "In-Service Training to Help Teachers Meet the Needs of the Retarded Reader," The Underachiever in Reading. Supplementary Educational Monographs (Chicago: The University of Chicago Press, 1962), p. 166.

gram of the content area teachers' classrooms.²⁶

Ranch at Hofstra University had a group of reading specialists prepare a set of basic principles for in-service education in reading. At the time, the reading specialists were actively engaged and participating directly in their school's in-service reading program. They made, with the assistance of the International Reading Association publication, Conducting In-service Programs in Reading, the following recommendations.

1. In-service education must be centered on the needs of the school. These needs may be identified through the survey, the questionnaire, the observations made by the reading specialist and principal, and the requests of teachers.
2. In-service education must have the endorsement of the administrative staff.
3. Practical aspects of the teaching of reading must be stressed. Examples such as preparation of informal tests, specific grouping procedures and special activities and materials for the slow learner were given.
4. Complete involvement of the participants must be encouraged. The participants should assist in developing and planning the course content.
5. Demonstrations, observations, pre conferences and post conferences must be utilized and coordinated to the fullest extent by the reading consultant.
6. On-going evaluation of the in-service reading program should be the concern of all teachers involved, of the reading consultant and the principal.

²⁶Foster, op cit., p. 48.

7. Time must be provided to plan, visit and hold individual conferences.

8. "In-service training should have as its final goal the improvement of instruction in all areas of reading."²⁷

9. The teachers' awareness that individual differences exist among themselves as well as their students should be a highlight of the in-service reading program.²⁸

It appears that teachers involved with in-service programs like lectures the least. The workshop, institute day and teachers' meeting are not fruitful according to Komarek. Teachers want a well-planned, continuous year to year program. Most workshops have no follow-up. Teachers want continued guidance and practical application of their learning to take place in their classroom. In-service programs imposed by an administration without consideration of the teacher or without planning on the part of the classroom content area teacher is doomed. Expected participation in an in-service reading program after school without remuneration defeats the purpose of the in-service program.²⁹

A reading consultant must be sensitive and realistic in his demands upon the teaching staff. Threatening the security of the teaching staff cannot help the in-service program, and demanding too much of the teachers' "free time" breeds resentment. These are two ways to help

²⁷Sidney Smith, "Reading in the Total School Curriculum," *Forging Ahead in Reading*, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, Vol. 12, Part 1 (Newark, Delaware: International Reading Association, 1968), p. 216.

²⁸*Ibid.*, pp. 215-216.

²⁹Komarek, *op cit.*, p. 164.

the program fail. In-service reading programs must move slowly to have lasting results. Concentration upon one subject area at a time or working with willing and enthusiastic teachers has a better chance of gaining a strong foothold in the secondary school program.³⁰

Many in-service reading programs have been treated as "fads" with great activity for a year or two and then they are literally forgotten. A good program requires continuous study by the content area teacher to make significant improvements in meeting the needs of each group of students who only pass the doors of the school institution once. Classroom action research and studies in reading provide new understanding of the basic issues involved in developing mature, competent, lifetime readers. As a result, a continuous in-service reading program involving the entire staff is essential.³¹

³⁰Rauch, op cit., p. 217.

³¹T.J. Jenson, "Staff Cooperation in Improving Reading." Reading in the High School and College. National Society for the Study of Education, Forty-seventh Yearbook, Part II (Chicago: The University of Chicago Press, 1948), p. 306.

CHAPTER III

ORGANIZING THE IN-SERVICE READING PROGRAM

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Ways of organizing an in-service reading program vary from school to school. No two schools are the same. The training of teachers, the philosophy of the teachers and the school, the size of the school, the range of student ability, administrative leadership and facilities within the school are some of the factors which influence the development of the in-service program. It is very unlikely that a program in reading will be endorsed by 100 per cent of the teaching staff. However, one should expect a nucleus large enough to facilitate such a program.

I. Reading Committees

Interested members of the instructional staff could be encouraged to form a reading committee. This committee could encourage teachers to extend the reading program into their classroom, aid in or direct the planning of future in-service work in reading, act as public relations agents for the in-service program, serve as a review board to evaluate and improve the reading program and promote communications throughout the school with regard to the in-service reading program.³²

³²Olsen, op. cit., p. 34.

Sub-committees might be needed to 1) review the present reading program and discuss its major limitations and plans for resolving them and 2) survey current literature on the subject of teaching reading and present pertinent information in bulletin form to the other members of the faculty. Another such sub-committee might be a discussion group that would discuss problems of mutual interest and share ideas concerning ways and means of improving the reading skills at specific grade levels in specific content subjects. This committee might also desire to learn more about the overlapping and the continuity of the reading program as students move from grade to grade.³³ A committee composed of the school librarian, teachers representing the subject matter areas, the reading consultant and a student capable of informally testing the degree of difficulty of sample materials might place emphasis on the proper selection of materials.³⁴

Some interested faculty members might be encouraged to do some action research. Answering such questions as "Why are some students failing to make average growth in reading?" and "What are some diagnostic tools the subject matter teacher may use to determine the reading levels of his students?" would reveal pertinent answers, make other faculty members aware of the reading problem, and ultimately lead to

³³ Horeman, op. cit., p. 91.

³⁴ Carrol, op. cit., pp. 32-33.

improvement of instruction. Action research involves teachers in finding causes of poor performance and working out corrective measures.³⁵

Thus, the role of the reading committee is to raise such questions as: Who should teach reading? How should the reading program fit into the academic pattern of the school? What can the content area teacher do to teach reading? Involving the total staff is one step to a successful in-service reading program at the secondary level.³⁶

II. ROLES OF THE PARTICIPANTS IN AN IN-SERVICE READING PROGRAM

The teacher, the principal, and the reading consultant should all participate in an in-service program in reading. Their responsibilities are not specific and should only serve as guidelines.

The Teacher

The in-service reading program is aimed at giving the classroom teacher the guidance necessary to improve his instruction. Many content area teachers want to know the answers to the following questions and they are desirous of practical answers.

Tell us how? What do we do? What materials are available? . . .
How do you fuse the teaching of reading with the teaching of content? How can you teach the skills of critical reading?
How can a pupil's reading strengths and weaknesses be diagnosed?
How can the teaching of a subject be differentiated to meet the

³⁵Roy Newton, Reading In Your School (New York: McGraw-Hill Book Company, Inc., 1960), p. 96.

³⁶Ibid., p. 12.

requirements of the superior reader in the classroom as well as the most retarded reader?³⁷

If given the answers they will assume the responsibility.

The teacher will usually share his new wealth of information with his fellow colleagues, with the end result of better education for our youngsters. The International Reading Association Reading Aid, Conducting In-Service Programs in Reading, gives the following recommendations for the content area teacher to consider.

1. He should communicate to the program leader his real concerns about reading and what he thinks should go into a program being planned.
2. He should participate actively in planning the program if he is asked to serve with the planning group.
3. He should prepare in advance for meetings when such preparation is necessary for assuring full benefit from the program being presented.
4. He should attend in-service sessions with the attitude of wanting to gain new ideas that may help him to teach reading more effectively.
5. He should accept positions of leadership in the program when he can contribute to the further development of the program.
6. He should feel a sense of responsibility for the success of all activities that are a part of the program.
7. He should evaluate his own program in terms of what he learns in in-service sessions.
8. He should participate actively in discussions and demonstrations when he can contribute to the accomplishment of the goals of the session.
9. He should cooperate with other teachers and the program leaders in carrying out the in-service program.³⁸

³⁷David Shepherd, "Helping Secondary School Teachers Gain Competence in Teaching Reading," Journal of Developmental Reading, Vol. 1, No. 2 (Winter, 1958), p. 33.

³⁸Ira Aaron, Byron Callaway and Arthur Olson, Reading Aids Series Conducting In-Service Programs in Reading (Newark, Delaware: International Reading Association, 1965), pp. 11-12.

Bamman stresses the need for the teacher to have a feeling of concern for the student who has poor reading skills.³⁹ Austin indicates that the teachers' role is the most important one. It is the teacher who ultimately works with the students, who must start from where the students are, who must accept his students on their merits and abilities and tailor his instruction according to the interests and capabilities, who must be a pioneer in teaching reading in the content area and who must be willing to initiate new procedures if they appear to hold promise. It is the teacher who must set the example and read.⁴⁰

The Principal

The in-service program in reading must be supported with great enthusiasm by the principal. It is his responsibility to see that reading instruction has been given the highest priority by participating in the reading workshop, in special courses in reading and in conferences with the reading consultant.⁴¹ The principal must be involved in the in-service reading program. When he is personally aware of the development, the trends, the issues and the problems in teaching reading, he will more likely find ways to implement promising practices.⁴² It is very frustrating when teacher proposals have little chance of succeeding

³⁹Henry Bamman, "Changing Concepts in Reading in Secondary Schools," Changing Concepts of Reading Instruction, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, Vol. 6 (New York: Scholastic Magazine, 1961), p. 42.

⁴⁰Austin, op. cit., p. 409.

⁴¹Rauch, op. cit., p. 215.

⁴²Austin, op. cit., p. 413.

because the principal is not behind the proposal.⁴³

The International Reading Association Reading Aid, In-Service Programs in Reading, points out several responsibilities to be accepted by the principal. The following are pertinent to this paper.

5. He takes the responsibility for setting up an organizational pattern for getting things done in in-service programs or gives active support and help to delegated in-service leaders in "seeing that" improvements grow from the programs.

6. He shows the teachers that he is vitally interested in the program by attending in-service meetings and taking active parts in programs and in discussions.

8. He uses his administrative position to help in obtaining materials when in-service study groups recommend such materials and equipment.

9. He arranges for substitute teachers or modification of school schedules, when feasible, to free teachers for such in-service activities as visits to other teachers' classrooms for observation.

10. He respects the opinions of his teachers, but he also brings to bear upon any topic on which decisions must be made his own knowledge of the topic as well as the recommendations of his teachers.

It is also the principal's responsibility to schedule time for the in-service program. If attendance is compulsory, it is recommended that released time be given to the teacher during the school day. If the program will be voluntary and held at the close of the day, a coffee break should be included. These items are very important in that resentment toward the in-service reading program may develop.⁴⁵

⁴³Arthur Neillman, Principles and Practices of Teaching Reading (Columbus, Ohio: Charles E. Merrill Books, Inc., 1961), p. 437.

⁴⁴Aaron, op. cit., p. 13.

⁴⁵Newton, op. cit., p. 221.

When at workshops, institutes, and in-service programs, the teachers are told what to do, how to do it and when to do it, they become resentful. The principal must plan with, or guide tactfully, the teacher and the reading consultant.⁴⁶

The Reading Consultant

The position of the reading consultant is a relatively new one that is not firmly established. His duties vary widely. An excellent discussion of his responsibilities appear in the International Reading Association Reading Aid, Conducting In-Service Programs in Reading. The writer will attempt to highlight the reading consultant's responsibilities in the realm of the in-service reading program.

1. He should appraise the materials available and their function in the program. The types and extent of grouping within the content area classrooms as a means of meeting the various reading levels will be dependent upon his knowledge of teaching materials, library books, supplementary texts.

2. The reading consultant should observe the classroom. Direct contact must be made with the classroom teacher tactfully and, if need be, on the initiative of the reading consultant. Weaknesses and strengths of the total program can be identified. This should in no way be used to evaluate or rate the teacher.

3. He should serve as a resource person. He needs to be consulted when selecting material for classroom use. "To bypass the reading consultant when decisions are being made concerning the purchase of reading materials is an unfortunate administrative oversight, for the reading consultant is the person best qualified

⁴⁶Coleman Morrison, "The Pre-Service and In-Service Education of Teachers of Reading," Challenge and Experiment in Reading, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, Vol. 7 (New York: Scholastic Magazines, 1962), p. 110.

to make selections."⁴⁷

4. A great deal of the reading consultant's time should be spent with individual teachers or a special group of teachers. His contribution can be made by working cooperatively with his fellow teachers.

The main function of the reading consultant, therefore, is to contribute primarily to the improvement of reading instruction.⁴⁸ The consultant must bear in mind that his enthusiasm for the teaching of reading skills should not over-shadow the content material--this scares the content area teacher, and rightfully so.

⁴⁷Aaron, op. cit., p. 18.

⁴⁸Ibid., pp. 17-19.

CHAPTER IV

**EXAMPLES OF JUNIOR AND SENIOR HIGH SCHOOL
IN-SERVICE READING PROGRAMS**

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EXAMPLES OF JUNIOR AND SENIOR HIGH SCHOOL IN-SERVICE READING PROGRAMS

A limited variety of in-service reading programs at the secondary level were found by the writer. Those presented in this paper serve as illustrations for those persons searching for assistance in developing their in-service program. Many creative ideas for in-service programs hopefully will result from these examples. Some of the examples appear to have a great deal of merit in that they involve a majority of the instructional staff with promising results. Other examples appear to be "planting the seed" in terms of developing an in-service program in reading.

I. IN-SERVICE TRAINING FOR THE SQ3R READING-STUDY METHOD

A mandatory, after-school, principal-dictated in-service program resulted after the "Great Togetherness" and "Ultra-Ultra Democratic" processes of in-service training failed. The reading consultant planned five one hour lessons around the SQ3R Reading Study Method by Francis Robinson. Creative and patient teaching on the part of the reading consultant probably bewildered the content area teachers. Role playing was used. The students' (really the teachers) reading needs were met with a wide variety of reading materials. Math, science, literature, art and social studies lessons were presented with excellent technique. The results were difficult to analyze. English teachers in grades seven and

eight are getting excellent results from the SQ3R Study Method with more pupil interest in class work and outside assignments. Teachers are making better lesson plans and asking the reading consultant for assistance. Discipline problems have noticeably decreased and the atmosphere of the school is one of diligent industry. Not all teachers have dropped their antiquated single textbook, however.⁴⁹

II. A CENTER FOR DEMONSTRATING THE TEACHING OF READING TO STUDENTS IN GRADES 7-12

The demonstration center at Syracuse University was an example of how a public school and a university can share the responsibility for teacher education. From 1963 to 1966 the faculties of the Jamesville-Dewitt Junior-Senior High School and the Reading and Language Center, School of Education, Syracuse University, cooperated in an effort to improve reading instruction in grades 7-12. The demonstration center was organized to provide in-service training in reading for content area teachers and to produce a series of ten films. Fifteen related manuals were developed to accompany the films. It was noted that the teachers involved more readily implemented methods, procedures and methods that they had experienced, not merely observed, read or heard about as a result of their in-service training.⁵⁰

⁴⁹Helen Stiles, "In-Service Training for the SQ3R Reading-Study Method," Journal of Developmental Reading, Vol. VI, No. 2 (Winter, 1963), pp. 126-130.

⁵⁰Margaret Early and William Sheldon, A Center for Demonstrating the Teaching of Reading to Students in Grades 7-12 (Washington, D.C.: United States Department of Health, Education and Welfare), pp. 1-21.

III. THE CASE CONFERENCE AS A METHOD OF TEACHER EDUCATION

Dr. Strang's article in Reading and Inquiry pointed out that in-service programs in reading which emphasized lectures by professors were regarded by most teachers as being least helpful in aiding them with their students' reading problems. They felt that being able to confer with expert persons about the reading problem was most helpful. The case conference method offers an opportunity for communication among staff members who are interested in a particular reading case. This proves to be an enlightening experience for the content area teacher. The case conference also affects persons who participate in making the decisions by making them more likely to carry out the suggestions. Failure to have case conferences usually results in misunderstanding, duplication of efforts by the reading consultant and content area teachers, and confusion of respective roles and responsibilities.⁵¹

IV. OPERATION SCHOOLWIDE READING

Mae Thomas, a reading consultant at the University Laboratory School, University of Chicago, assists the content area teachers in meeting the reading needs of the students. She meets with the teachers individually or in small groups and exchanges ideas, offers suggestions and creates tests and materials. A reading resource center contains

⁵¹Ruth Strang, "The Case Conference as a Method of Teacher Education," Reading and Inquiry. International Reading Association Convention Proceedings, Vol. 10, J. Allen Figurel, Ed. (Newark, Delaware: International Reading Association, 1965), p. 389.

such items as taped lessons of the content teacher, professional books and magazines, and useful research. The library assists the reading program by providing an Instant Reading Level File which serves as a stimulus for intensive efforts to individualize reading. The teachers are provided with a packet on each incoming student which contains his reading strengths and weaknesses. She usually provides instant or one day service for the teachers. As a result, the school has become reading oriented. For example, the textbooks are related to the individual student's reading ability and the physical education coach creates interests in sports books and discusses their content informally with the student by the side of the swimming pool.⁵²

V. OTHER IN-SERVICE READING PROGRAMS

Several other in-service programs provided an impact on the instructional staff toward their attitudes in teaching reading. One program emphasized classroom management. This approach toward individualized reading forced the teachers to break the habit of lecturing, questioning and answering approach. It focused their attention on the students as individual learners.⁵³ Another in-service program assigned classroom teachers as aides in the reading clinic.⁵⁴ Closely related

⁵²Ellen Thomas, "A Reading Consultant at the Secondary Level," The Reading Teacher, Vol. 20, No. 6(March, 1967), pp. 511-519.

⁵³Early, pp. 411-4. p. 72.

⁵⁴Oliver Kiles, "Systemwide In-Service Programs in Reading," The Reading Teacher, Vol. 19, No. 6(March, 1966), p. 427.

to that program, was one in which the teachers admitted applications to be able to work with the students in a reading center. They were chosen on a basis of interest, membership ability and instructional need. There were five workshops held during the school year which emphasized diagnostic testing, methods, "real life" instructional materials and small group techniques.⁵⁵ In-service program work with one subject area at a time.⁵⁶

As illustrated there are many ways the in-service program can attempt to improve instruction in reading. There is no one way to organize an in-service reading program the same as there is no one way to teach reading. It is the teacher who counts. Hopefully as a result of in-service training, the teachers' attitude will change in the best interests of the student for whom our schools are built.

⁵⁵Clarice Stafford, "A Reading Center Approach to In-Service Education," *Improvement of Reading Through Classroom Practice*, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, Vol. 9 (Bloomington, Delaware: International Reading Association, 1964), p. 221.

⁵⁶Shepherd, pp. 211, p. 34.

CHAPTER V

EVALUATION OF THE IN-SERVICE READING PROGRAM

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EVALUATION OF THE IN-SERVICE READING PROGRAM

An in-service reading program at the secondary level would not be complete without some provision for evaluating its effectiveness. The in-service reading program's effectiveness might be determined in terms of 1) an attitude change on the part of the content area teacher toward teaching the poor reader how to read content area material; 2) a change in instruction by the content area teacher in terms of meeting the individual reading needs of his students by differentiating his instruction; 3) a total school awareness of individual differences in respect to the reading process; 4) an interest on the part of the student toward learning subject matter and toward reading; 5) greater reading of library books by the total school population; 6) higher student achievement on standardized reading achievement tests; and 7) an all instructional staff effort toward the teaching of reading in the content areas.

Hopefully the in-service reading program would be evaluated by formal and informal instruments. The survey, questionnaire and introspective methods discussed earlier in this paper appear to be practical, useful instruments in learning about the teaching of reading. Observation of teacher enthusiasm and teacher discussion of new approaches to the teaching of their content through reading would be wonderful experiences indeed. Teacher prepared logs may also prove fruitful when

evaluating. Research conducted by individual teachers might lead to more effective and better ways of teaching reading. We need to publish more of this kind of research.

The International Reading Association Reading Aid, Conducting In-Service Programs in Reading, suggests the following eleven criteria when evaluating an in-service reading program.

1. Topics selected for study met the needs of the group and were of concern to all of the participants.
2. Topics discussed were timely in the sense of being the most urgent needs of the participants.
3. Practical ideas were discussed, and suggestions for classroom application were offered.
4. The leadership role was shared by teachers and administrators.
5. The organizational plan was appropriate for the work that was to be accomplished.
6. A variety of resources was made available for use in the program.
7. Originality and creativity in teaching reading were encouraged.
8. The overall plan of the program was defined clearly and was understood by participants.
9. Consultants from outside the system who worked in the program were well informed about the background of the local situation and made worthwhile contributions.
10. Pupil performance in and enjoyment of reading improved as a result of the in-service program.
11. The level of instruction in the classroom improved as a result of the in-service program.⁵⁷

The writer cautions the reader against expecting immediate

⁵⁷ *Ibid.*, pp. 21-22.

results when conducting or evaluating an in-service reading program. A good reading program may not be developed for five years. The in-service program should be evaluated in terms of immediate and long range goals and should evaluate that which is to be evaluated.

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APPENDIX A

Form 25 - PRACTICES RELATED TO READING IN THE CONTENT AREAS

Teacher's Name: _____ Subject Taught: _____

The twenty practices listed below often are recommended in teaching effectively the special reading skills in the various content areas. Indicate the extent to which this practice applies to your classes. Draw a line around the number that indicates the appropriate response from among the following four:

1 - Almost always 3 - Sometimes
2 - Most of the time 4 - Seldom or never

- | | |
|---|---------|
| 1. Text material used is suited in difficulty to the reading levels of students. | 1 2 3 4 |
| 2. Students are encouraged through assignments to read widely in related materials. | 1 2 3 4 |
| 3. At the beginning of the year, adequate time is taken to introduce the text and to discuss how it may be read effectively. | 1 2 3 4 |
| 4. The teacher is aware of the special vocabulary and concepts introduced in the various units. | 1 2 3 4 |
| 5. Adequate attention is given to vocabulary and concept development. | 1 2 3 4 |
| 6. Provisions are made for checking on extent to which important vocabulary and concepts are learned, and re-teaching is done where needed. | 1 2 3 4 |
| 7. The teacher knows the special reading skills involved in the subject. | 1 2 3 4 |
| 8. The teacher teaches adequately the special reading skills in the subject. | 1 2 3 4 |
| 9. The course content is broader in scope than a single textbook. | 1 2 3 4 |
| 10. Assignments are made clearly and consistently. | 1 2 3 4 |
| 11. Students are taught to use appropriate reference material. | 1 2 3 4 |
| 12. Adequate reference materials are available. | 1 2 3 4 |
| 13. Plenty of related informational books and other materials are available for students who read <u>below-grade</u> level. | 1 2 3 4 |
| 14. Plenty of related informational books and other materials are available for students who read <u>above-grade</u> level. | 1 2 3 4 |

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APPENDIX B

Questions

Yes No

1. Are you expected to assume responsibility for promoting participation in reading in your classroom?
2. Are your students prepared to do extensive reading in the library?
3. Were you taught that reading skills can be improved throughout the entire life of most individuals?
4. While you were in college, did you receive any instruction as how to teach reading to high school students?
5. Were you taught to expect a great range of reading ability within a given grade?
6. As a part of your teaching in college, were you shown how to adjust reading materials to the reading levels of your students?
7. Were you shown how to teach your students to read a chapter effectively?
8. Were you shown various ways of teaching students to add words to their vocabularies?
9. While you were in college were you taught how to teach students to concentrate?
10. Were you taught how to develop on the part of students an awareness of problems in your subject matter field?
11. When you were in college, did you learn how to teach students to read in order to solve problems in your field of specialization?
12. Were you shown how to teach your students to critically evaluate a writer's bias and use of pre-conceived ideas?
13. Were you shown how to teach your students to evaluate the organization and relative importance of facts, data, and information?
14. Should prospective secondary teachers be taught how to develop on the part of their students fundamental reading skills?
15. Would your school benefit by a reading laboratory in which developmental work in reading is provided?